# *GRADUATE DEPARTMENTS OF PSYCHOLOGY, 1986-87:*

## *Report of the Annual APA/COGDOP Survey*

*Office of Demographic, Employment, and Educational Research*
*American Psychological Association*

# GRADUATE DEPARTMENTS OF PSYCHOLOGY, 1986-87:

# REPORT OF THE ANNUAL APA/COGDOP DEPARTMENTAL SURVEY

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1986-87 Faculty Salaries in Graduate Departments of Psychology

Preliminary Report: 1985 Doctorate Employment Survey

Salaries in Psychology: 1985

TABLE OF CONTENTS

Background . . . . . 1

Method . . . . . 1

Table 1 Characteristics of Departments Responding to the 1986-87 Survey of Graduate Departments of Psychology. . 2

Notes and Caveats. . . . . 3

General Structure of the Report. . . . . 4

Section I. Faculty Characteristics and Salaries: 1986-87 . . . . . 5

List of Tables

Table 2 Demographic Characteristics of Faculty in U.S. and Canadian Graduate Departments of Psychology: 1986-87 .11

Table 3 Employment Characteristics of Faculty in U.S. and Canadian Graduate Departments of Psychology: 1986-87 . . . . . .13

Table 4 Characteristics of Full-time vs. Part-time Faculty in U.S. Graduate Departments of Psychology: 1986-87 . . . . . .15

Table 5 1986-87 Salaries for Full-time Faculty in U.S. Doctoral Departments of Psychology. . . . . .17

Table 6 1986-87 Salaries for Full-time Faculty in U.S. Master's Departments of Psychology. . . . . .18

Table 7 1986-87 Salaries for Full-time Faculty in Canadian Graduate Departments of Psychology . . . . . .19

Table 8 Major Determinant of 1985-86 Salary Raises for Faculty in U.S. and Canadian Graduate Departments of Psychology . . . . . .20

Table 9 1986-87 Starting Salaries and Expected 1987-88 Starting Salaries for Faculty in U.S. and Canadian Graduate Departments of Psychology. . . . . .21

Table 10 1986-87 Salaries for Department Chairs and Administrative Positions in U.S. and Canadian Departments of Psychology . . . . . .22

Section II. Faculty Size, Position Openings, Retirements, and Teaching Loads: 1986-87. . . . . .25

List of Tables

Table 11 Faculty Size in U.S. and Canadian Graduate Departments of Psychology: 1986-87 . . . . . .30

Table 12 Percentage of Tenured Full-time Faculty in U.S. and Canadian Graduate Departments of Psychology: 1986-87 . . . . . .31

Table 13 Full-time Faculty Position Openings in U.S. and and Canadian Graduate Departments of Psychology: 1986-87 . . . . . .32

Table 14 Anticipated Full-time Faculty Position Openings in U.S. and Canadian Graduate Departments of Psychology: 1987-88. . . . . .33

Table 15 Faculty Retirements in U.S. and Canadian Graduate Departments of Psychology: 1985-86 and 1986-87 . . . .34

Table 16 Typical Faculty Teaching Loads in U.S. and Canadian Graduate Departments of Psychology: 1986-87. . . . . .35

Table 17 Faculty Teaching Loads in U.S. and Canadian Graduate Departments of Psychology in 1986-87: Distribution of Faculty by Type of Academic Year . . . . . .36

Section III. Graduate Student Support: 1986-87 . . . . . .37

List of Tables

Table 18 Percentage of Full-Time and Part-Time Students Supported in Doctoral Programs in U.S. and Canadian Graduate Departments of Psychology: 1986-87. . . . . .41

Table 19 Percentage of Full-time and Part-time Students Supported in Master's Programs in U.S. and Canadian Graduate Departments of Psychology: 1986-87. . . . . .42

Table 20 Support for Full-time Students in Practice vs. Research Specialties in U.S. and Canadian Graduate Departments of Psychology: 1986-87. . . . . .43

Table 21 Departmental Practices for Supporting Full-time Doctoral Students in U.S. and Canadian Graduate Departments of Psychology: 1986-87. . . . . .45

Table 22 Departmental Practices for Supporting Full-time Master's Students in U.S. and Canadian Graduate Departments of Psychology: 1986-87. . . . . .46

Table 23 Medians and Quartiles for Graduate Student Support in U.S. Departments of Psychology: 1986-87. . . . . .47

References. . . . . .49

# GRADUATE DEPARTMENTS OF PSYCHOLOGY, 1986-87:

# REPORT OF THE ANNUAL APA/COGDOP DEPARTMENTAL SURVEY

## Background

For the past nine years, the American Psychological Association (APA) and the Council of Graduate Departments of Psychology (COGDOP) have jointly sponsored an annual survey designed to collect information on the characteristics of graduate psychology departments. This project, known as the Survey of Graduate Departments of Psychology, has its roots in earlier cooperative efforts between APA and COGDOP initiated in the mid-1960s. At that time, it was hoped that the systematic collection of national-level data on faculty salaries would prove useful to department chairs in annual budget planning and negotiations.

Given the recurrent need for information on departmental characteristics other than salary, APA also periodically requested data from departments on such topics as graduate student enrollments and support. In order to reduce the burden on chairs caused by multiple surveys, the two efforts were consolidated in 1978 into an annual Survey of Graduate Departments of Psychology. While one primary purpose of the survey remains the collection of data on faculty salaries, a second and no less important goal is the gathering of information which can address questions frequently posed by federal training sponsors, academic administrators, and other individuals involved in graduate education.

The 1986-87 Survey of Graduate Departments of Psychology (hereafter referred to as the Departmental Survey) addressed three major areas: (a) faculty characteristics and salaries; (b) faculty size, position openings, retirements, and teaching loads; and (c) financial support for master's and doctoral students. Data on these issues comprise the focus of this report. More detailed information on faculty salaries also can be found in Pion, Bramblett, and Wicherski (1987).

## Method

The Departmental Survey was mailed in November 1986 to all U.S. and Canadian graduate departments of psychology listed in the 1986 edition of Graduate Study in Psychology and Associated Fields (APA, 1986), plus members and affiliates of the National Council of Schools of Professional Psychology. Two follow-up mailings were conducted in December and early January. All data collected were confidential. In order to further safeguard the confidentiality of faculty, student, and departmental information, only aggregate results are presented in this report.

Response rates. Of the 606 departments and professional schools surveyed, 418 responded, yielding an overall response rate of 69%. An analysis of response rates by various departmental characteristics revealed that certain types of departments were more likely to complete and return the survey. As shown in Table 1, response rates differed, depending on the geographic location (U.S.A. or Canada) and status of the institution (public or private), the highest level of degree offered by the department (doctorate or master's), and the type of department as reflected by its formal name (e.g., the Department of Educational Psychology). These differences can be summarized as follows:

Table 1

Characteristics of Departments Responding to the 1986–87 Survey of Graduate Departments of Psychology[a]

| | U.S. Departments | | | | | Canadian Departments | | |
|---|---|---|---|---|---|---|---|---|
| | Doctoral | | Master's | | Total | Doctoral | Master's | Total |
| | Public | Private | Public | Private | | | | |
| Number of departments in survey: | 235 | 123 | 148 | 69 | 575 | 28 | 6 | 34 |
| N (%) responding: | 180 (77%) | 89 (84%) | 98 (66%) | 36 (52%) | 403 (70%) | 12 (43%) | 3 (50%) | 15 (44%) |
| Department name: | | | | | | | | |
| Psychology | 134<br>112 (84%) | 70<br>59 (84%) | 122<br>85 (70%) | 46<br>28 (61%) | 372<br>284 (76%) | 25<br>11 (44%) | 6<br>3 (50%) | 31<br>14 (45%) |
| Educational psychology | 31<br>22 (71%) | 7<br>2 (29%) | 2<br>0 (0%) | 0<br>– | 40<br>24 (60%) | 2<br>1 (50%) | 0<br>– | 2<br>1 (50%) |
| Counseling psychology/ Counselor education | 26<br>23 (89%) | 9<br>7 (78%) | 13<br>6 (46%) | 9<br>3 (33%) | 57<br>39 (68%) | 0<br>– | 0<br>– | 0<br>– |
| Human development | 12<br>8 (67%) | 3<br>2 (67%) | 2<br>1 (50%) | 2<br>0 (0%) | 19<br>11 (58%) | 0<br>– | 0<br>– | 0<br>– |
| Professional school | 3<br>3 (100%) | 19<br>10 (53%) | 0<br>– | 1<br>0 (0%) | 23<br>13 (57%) | 0<br>– | 0<br>– | 0<br>– |
| Other[b] | 29<br>12 (41%) | 15<br>9 (60%) | 9<br>6 (67%) | 11<br>5 (46%) | 64<br>32 (50%) | 1<br>0 (0%) | 0<br>– | 1<br>0 (0%) |

Source: 1986 –87 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

[a]This includes 604 departments listed in Graduate Study in Psychology and Associated Fields 1986 plus 2 professional schools not listed.

[b]This is a heterogeneous category that includes, for example, school psychology and interdisciplinary programs.

- The response rate for U.S. departments (70%) was higher than that obtained for departments in Canadian institutions (44%).

- Among U.S. departments, those in public institutions were more likely to respond than departments in private universities and colleges (73% vs. 65%).

- The response rate for all U.S. doctoral departments (75%) was higher than that obtained for their Canadian counterparts (43%) and for U.S. departments which only offer the master's degree (62%).

- In general, U.S. psychology departments had a higher response rate (76%) than other types of departments (e.g., departments labeled as Educational Psychology or Human Development).

## Notes and Caveats

There are two points that should be kept in mind when reading this report. The first concerns usage of the term "graduate departments of psychology." This term is employed in its broadest sense to include all academic units (e.g., departments, schools, and programs) that are listed in Graduate Study in Psychology and Associated Fields as offering a graduate degree in one or more areas of psychology. The majority (84%) of units responding to this year's Departmental Survey were either departments or programs housed within a department in a college/school; another 2% were schools affiliated with a university, and 1% were free-standing professional schools.

Looking again at Table 1, it can be seen that department name refers to what the department is called: (a) psychology; (b) educational psychology; (c) counseling psychology, including counselor education; (d) human development; (e) professional school; or (f) other (e.g., school psychology). Note that these department names are not synonymous with program areas. For example, a program in counseling or school psychology may be found in a department of educational psychology or counseling psychology. Almost two thirds (65%) of all departments surveyed are "psychology departments," and these departments typically award degrees in several different areas of psychology. The remaining third tend to be more specialized in their focus, offering degrees in a few closely related areas of psychology. Our use of the term "graduate departments of psychology" is intended to encompass all academic units that offer master's and/or doctoral degrees in psychology.

A second major point to bear in mind when reading this report is that the appropriate response rate should be considered when reviewing the results. Although the overall response rate to the 1986-87 Departmental Survey was reasonably high and similar to those obtained for previous surveys, there were distinct differences among types of departments, and the degree of nonrespondent bias for any particular group of departments is not well known. Comparisons of respondents with nonrespondents on broad characteristics did yield different results for master's vs. doctoral departments. For doctoral departments, few differences existed between respondents and nonrespondents in terms of the type of institution (i.e., public vs. private) and geographic region; a higher proportion of psychology departments, however, was represented in the group of respondents (64% of all doctoral respondents were psychology departments as compared to 37% of nonrespondents). In contrast, although similar in terms of geographic region, master's departments responding to the survey tended to be

located in public institutions (i.e., 73% of the responding departments as compared to 60% of the nonrespondents).

Thus, results of analyses for certain subgroups should be interpreted with caution. Even where response rates are fairly high and comparisons between respondents and nonrespondents reveal few differences in terms of institutional type and geographic region (i.e., doctoral psychology departments in public and private institutions), nonrespondent bias on other variables (e.g., student enrollments) may be present and affect the data on selected issues examined in the survey (e.g., faculty teaching loads).

## General Structure of the Report

The tabular data presented in the following sections primarily focus on analyses contrasting U.S. and Canadian departments and, within the U.S., on comparisons of departments by highest degree granted (doctoral vs. master's) and type of institution (public vs. private). Information on Canadian departments by degree level is not provided, given that 12 of the 15 Canadian departments responding to the survey were doctoral departments.

Similarly, comparisons among different types of departments (e.g., Counseling Psychology vs. Educational Psychology) are not reported. This is due to the small number of respondents in some categories and the fact that highest degree offered and type of institution often exert a greater influence on faculty and graduate student characteristics (e.g., salaries and financial support) than does the type of department as currently identified by its formal name.

The majority of the tables presents data according to whether or not departments grant doctoral degrees. The one exception is the section on graduate student support (Section III) where the distinction is made between those academic units with doctoral programs versus those that have master's programs. In these analyses, the categories are not mutually exclusive inasmuch as a department may have both a master's and doctoral program.

No statistics are provided where the N is less than 10 or where the standard deviation is 0. In these instances, only the N is provided.

The report is divided into three sections:

(I) Faculty Characteristics and Salaries: 1986-87;
(II) Faculty Size, Position Openings, Retirements, and Teaching Loads: 1986-87; and
(III) Graduate Student Support: 1986-87.

A brief summary of the relevant tables and explanatory notes as to the analyses, are presented at the beginning of each section.

SECTION I

# FACULTY CHARACTERISTICS AND SALARIES: 1986-87

## Section I: List of Tables


| | |
|---|---|
| Table 2 | Demographic Characteristics of Faculty in U.S. and Canadian Graduate Departments of Psychology: 1986-87 |
| Table 3 | Employment Characteristics of Faculty in U.S. and Canadian Graduate Departments of Psychology: 1986-87 |
| Table 4 | Characteristics of Full-time vs. Part-time Faculty in U.S. Graduate Departments of Psychology: 1986-87 |
| Table 5 | 1986-87 Salaries for Full-time Faculty in U.S. Doctoral Departments of Psychology |
| Table 6 | 1986-87 Salaries for Full-time Faculty in U.S. Master's Departments of Psychology |
| Table 7 | 1986-87 Salaries for Full-time Faculty in Canadian Graduate Departments of Psychology |
| Table 8 | Major Determinant of 1985-86 Salary Raises for Faculty in U.S. and Canadian Graduate Departments of Psychology |
| Table 9 | 1986-87 Starting Salaries and Expected 1986-87 Starting Salaries for Faculty in U.S. and Canadian Graduate Departments of Psychology |
| Table 10 | 1986-87 Salaries for Department Chairs and Administrative Positions in U.S. and Canadian Graduate Departments of Psychology |

## SECTION I

## FACULTY CHARACTERISTICS AND SALARIES: 1986-87

This section presents information on: (a) demographic and employment characteristics of faculty in graduate departments of psychology; (b) faculty salaries; and (c) salaries and benefits for starting faculty, department chairs, and other administrative positions. With few exceptions, data pertain to the academic year 1986-87.

### Demographic and Employment Characteristics of Faculty

Table 2 presents data on the sex, ethnicity, current major subfield, highest degree, and year of doctorate for faculty in U.S. and Canadian departments. Comparisons among U.S. faculty also are reported for doctoral vs. master's departments and public vs. private institutions.

The results shown in Table 2 are consistent with those obtained in previous Departmental Surveys. In general, almost one out of every four faculty in U.S. graduate psychology departments and one out of every five faculty in Canadian departments is a woman. The data suggest that a higher percentage of women faculty are employed by U.S. master's departments in private institutions. As will be discussed later in this section, this is primarily because private institutions employ greater percentages of part-time faculty and part-time faculty in general are more likely to be women.

Similar to the results of previous surveys (e.g., National Science Foundation, 1986; Pion et al., 1986), approximately 5% of all faculty in U.S. departments are ethnic minorities. For Canadian departments that responded to the survey, the percentage of minority faculty is 3%.

The largest percentage of faculty in both U.S. and Canadian departments is in the area of clinical psychology (24% and 23%, respectively). In fact, one out of every three faculty in U.S. graduate departments are in the health service provider subfields (e.g., clinical, counseling, and school psychology) as compared to only one out of every four Canadian faculty. These figures are not surprising in light of the fact that over half of both the recent PhDs awarded and full-time graduate enrollments in psychology have been in these subfields (Institute of Medicine, 1985; Coyle, 1987; Pion et al., 1985).

The overwhelming majority of U.S. and Canadian faculty holds a doctoral degree. Over three fifths of these individuals earned their doctorates after 1965. Approximately 15% of all U.S. faculty and 10% of Canadian faculty have received his/her doctorate within the past seven years.

Results depicting the employment status of faculty in U.S. and Canadian departments are shown in Table 3, along with information on academic rank and years in rank, tenure status, and the percentage of faculty who were new appointments in 1986-87. As can be seen, departments in U.S. institutions are more heavily populated by full professors than their Canadian counterparts (47% vs. 36%), particularly in terms of faculty who have been in this rank for 12 or more years. Canadian departments, on the other hand, have higher percentages of associate professors overall (41% vs. 27%) and of faculty who have held this rank for at least 6 years (22% vs. 14%). With respect to U.S. doctoral and

master's departments, those located in public institutions tend to have higher percentages of faculty who are full professors.

New appointments accounted for 7% of all U.S. faculty and 4% of Canadian faculty in graduate psychology departments, with three quarters of these being full-time appointments. With regard to newly appointed full-time faculty in U.S. departments, nearly one third listed clinical psychology as their current major subfield. The next most frequently reported subfields were developmental (11%) and social (10%) psychology. Three fifths of these appointments were at the assistant professor level, and almost one fifth were at the lecturer/instructor level. Approximately two fifths of these new faculty members were women -- a higher percentage as compared to the percentage of women faculty as a whole (24%). About one of every ten new faculty appointments was made to a member of an racial/ethnic minority group; this percentage also is higher than the representation of ethnic minorities in the population of graduate faculty, and it is identical to the proportion of new PhDs awarded to racial/ethnic minorities in 1986.

Full-time vs. part-time faculty in U.S. departments. As can be seen in Table 4, higher percentages of part-time faculty in U.S. graduate departments of psychology are women as compared to their full-time counterparts. Whereas approximately one fifth of all full-time faculty are women, this proportion almost doubles for part-time faculty. Part-time faculty members also are more likely to have earned only the master's degree (14% vs. 2% for full-time faculty) and be in the specialties of clinical, counseling, or school psychology (51% vs. 34% of full-time faculty). Over two thirds have non-tenure track appointments, primarily at the lecturer/instructor rank.

## Faculty Salaries

Tables 5-9 present information on full-time faculty salaries in 1986-87 and salaries and additional benefits for departments chairs and individuals in other administrative positions. In this series of tables, salaries for faculty in U.S. departments are reported on a 9-10-month basis while Canadian figures represent 11-12-month salaries. It should be noted that any comparison between U.S. and Canadian departments must take into account not only this differential salary period but also the fact that Canadian salaries represent earnings in Canadian dollars. More detailed breakdowns of 1986-87 salaries for full-time faculty are reported in Pion et al. (1987).

Tables 5 and 6 report summary statistics for full-time faculty salaries in U.S. doctoral and master's departments, and Table 7 presents the corresponding figures for full-time faculty in Canadian graduate departments of psychology. In general, faculty salaries in U.S. doctoral departments are higher than those in master's departments across all ranks. Within doctoral departments, median salaries in private institutions tend to slightly exceed those paid by public institutions. Compared to median salaries reported in the 1985-86 Departmental Survey, full-time faculty salaries in 1986-87 were on average 6% higher (in actual dollars) in doctoral departments and 8% higher in master's departments. These increases closely resemble those reported for all U.S. faculty and represent real increases after adjusting for inflation (American Association of University Professors, 1987).

However, as shown in Table 8, not all departments were allowed to award salary increases to their faculty; about 10% of all doctoral and master's departments distributed no salary increases to their faculty. This situation

was more typical of departments in public institutions as compared to those in private colleges and universities. None of the Canadian departments responding to the survey experienced this difficulty; in fact, 1986-87 faculty salaries experienced a healthy increase from their 1985-86 levels.

When departments did award salary raises, they used different processes (see Table 8). For U.S. departments as a whole, two fifths based faculty raises on merit and cost of living adjustments, 27% awarded merit increases only, and 19% indicated that raises were determined by contract negotiations with a union. Only a small minority (6%) reported that raises were solely linked to increases in the cost of living. Contract negotiations with a union played a more predominant role in salary increases for Canadian faculty (54% of the departments); both merit and cost of living adjustments were the determining factors used in another one third of the departments. Within U.S. doctoral and master's departments, those in public institutions were more apt to have faculty raises determined by union negotiations (19% of public doctoral departments vs. 6% of private doctoral departments and 36% of public master's departments vs. none of the private master's departments). Doctoral departments as a whole were almost three times as likely to base salary increases solely on merit as compared to master's departments, particularly those departments located in private colleges and universities.

Starting salaries in 1986-87 for faculty who were new PhDs are reported in Table 9, along with expected starting salaries in 1987-88 for new PhDs and those with two years of postdoctoral experience. Compared to average starting salaries in 1986-87 for new PhDs, expected starting salaries in 1987-88 do not represent significant increases. Similar to past years, the median 1986-87 starting salaries and expected 1987-88 starting salaries for new PhD faculty members and those with two years of postdoctoral experience were slightly higher in U.S. doctoral departments as compared to master's departments.

Salaries for Department Chairs and Other Administrative Positions

Salaries for department chairs and other administrative positions (e.g., the Director of Clinical Training) are summarized in Table 10. Also included in this table is information on additional "benefits" which individuals in these positions may receive (e.g., secretarial support and graduate assistants). Department chairs in U.S. public and private doctoral departments had median 9-10-month salaries of $50,229 and $45,000. These were higher than the median salaries earned by their counterparts in master's level departments. Among U.S. institutions, the results also indicate that chairs in public doctoral departments were more likely to be paid higher salaries than other faculty members with the same rank and number of years' experience and to receive additional secretarial support or summer salary (sometimes at a reduced level) than chairs in private institutions. For chairs of Canadian departments who are already paid on a 11-12-month basis, additional secretarial support and reduced teaching loads were typical benefits of the position.

Also reported in Table 10 is salary information for individuals holding an administrative position within the department (e.g., Director of Clinical Training). Similar to the results for department chairs, median salaries in 1986-87 were higher for individuals in these positions at doctoral departments; however, most faculty in these positions were not paid on a higher scale than other fellow faculty members with the same rank and number of years' experience. In general, reduced teaching loads were a common additional benefit attached to these positions in both doctoral and master's departments. Another benefit for

over one third of these positions in doctoral departments was summer support. For Canadian departments, two thirds of the faculty in these administrative positions had extra secretarial support, and four fifths reported reduced teaching loads.

Tab

Demographic Characteristics o
Graduate Departments

| Characteristic | U<br>Doctoral<br>Public<br>(N = 166)<br>% | <br><br>Private<br>(N = 85)<br>% |
|---|---|---|
| Total faculty: | 4,005 | 1,598 |
| Sex: | | |
| Men | 77 | 75 |
| Women | 23 | 25 |
| Not specified | * | * |
| Race/ethnicity: | | |
| White | 95 | 92 |
| Black | 3 | 3 |
| Hispanic | 1 | 2 |
| Asian | 1 | 1 |
| American Indian | * | * |
| Not specified | * | 2 |
| Subfield: | | |
| Health service provider | | |
| Clinical | 21 | 32 |
| Counseling | 8 | 6 |
| School | 3 | 2 |
| Other provider subfields | 1 | 1 |
| Research and other specialties | | |
| Cognitive | 5 | 8 |
| Community | 1 | 1 |
| Comparative | 1 | * |
| Developmental | 9 | 8 |
| Educational | 4 | 2 |
| Engineering | * | * |
| Experimental | 11 | 7 |
| General | 1 | 1 |
| Health | 1 | 1 |
| Industrial-organizational | 4 | 2 |
| Neurosciences | 1 | 3 |
| Personality | 2 | 3 |
| Physiological | 4 | 5 |
| Psycholinguistics | 1 | 1 |

(Continued o

Faculty in U.S. and Canadian
Psychology: 1986-87

| Departments | | All U.S. Departments | All Canadian Departments |
|---|---|---|---|
| Master's | | | |
| Public (N = 91) % | Private (N = 36) % | (N = 378) % | (N = 14) % |
| 1,292 | 318 | 7,213 | 499 |
| 75 | 70 | 76 | 79 |
| 24 | 30 | 24 | 21 |
| 1 | * | * | 0 |
| 95 | 95 | 94 | 88 |
| 2 | 3 | 3 | 0 |
| 1 | * | 1 | * |
| 1 | 2 | 1 | 3 |
| * | 0 | * | 0 |
| * | * | 1 | 8 |
| 20 | 25 | 24 | 23 |
| 6 | 5 | 7 | 3 |
| 6 | 2 | 3 | * |
| 1 | 1 | 1 | * |
| 4 | 4 | 6 | 6 |
| 1 | 2 | 1 | 2 |
| 1 | 1 | 1 | 0 |
| 9 | 10 | 9 | 12 |
| 7 | 1 | 4 | 2 |
| * | 0 | * | * |
| 13 | 13 | 11 | 9 |
| 4 | 1 | 2 | * |
| * | * | 1 | * |
| 5 | 4 | 4 | 2 |
| 1 | 2 | 2 | 3 |
| 2 | 4 | 2 | 4 |
| 4 | 3 | 4 | 6 |
| * | 0 | 1 | 1 |

next page)

Table 2 (Continued)

Demographic Characteristics of Faculty in U.S. and Canadian Graduate Departments of Psychology: 1986-87

| Characteristic | U.S. Departments | | | | All U.S. Departments | All Canadian Departments |
|---|---|---|---|---|---|---|
| | Doctoral | | Master's | | | |
| | Public (N = 166) % | Private (N = 85) % | Public (N = 91) % | Private (N = 36) % | (N = 378) % | (N = 14) % |
| Subfield (continued): | | | | | | |
| Psychometrics | 1 | 1 | * | 1 | * | 2 |
| Psychopharmacology | * | 1 | * | * | * | 2 |
| Quantitative | 3 | 1 | 3 | 2 | 2 | 2 |
| Research methods | 1 | 1 | 2 | * | 1 | * |
| Social | 10 | 11 | 9 | 14 | 10 | 12 |
| Systems and history | * | * | 1 | * | * | * |
| Other (e.g., gerontology) | 5 | 3 | 3 | 3 | 4 | 7 |
| Not specified | 1 | * | 0 | 3 | 1 | 0 |
| Highest degree: | | | | | | |
| Doctorate | 98 | 99 | 93 | 86 | 97 | 91 |
| Master's/other | 2 | 1 | 7 | 4 | 2 | 8 |
| Not specified | * | * | * | * | * | * |
| Year of doctorate (for doctoral level faculty only): | | | | | | |
| 1950 or before | 2 | 3 | * | * | 2 | 1 |
| 1951-1955 | 6 | 6 | 3 | 2 | 5 | 2 |
| 1956-1960 | 7 | 7 | 5 | 5 | 7 | 3 |
| 1961-1965 | 14 | 10 | 11 | 6 | 12 | 13 |
| 1966-1970 | 18 | 15 | 22 | 12 | 18 | 21 |
| 1971-1975 | 17 | 15 | 22 | 21 | 17 | 17 |
| 1976-1980 | 13 | 17 | 13 | 18 | 14 | 15 |
| 1981-1985 | 13 | 15 | 12 | 16 | 13 | 9 |
| After 1985 | 2 | 2 | 2 | 2 | 2 | 1 |
| Not specified | 8 | 11 | 10 | 18 | 9 | 18 |

Source: 1986-87 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Some U.S. departments (N = 25) and Canadian departments (N = 1) responded to the survey but did not provide any information on the characteristics of their faculty and are not included in this table. Percentages are column percentages and may not sum to 100% due to rounding.

*Less than 1%.

Table 3

Employment Characteristics of Faculty in U.S. and Canadian Graduate Departments of Psychology: 1986-87

| Characteristic | U.S. Departments: Doctoral: Public (N = 166) % | U.S. Departments: Doctoral: Private (N = 85) % | U.S. Departments: Master's: Public (N = 91) % | U.S. Departments: Master's: Private (N = 36) % | All U.S. Departments (N = 378) % | All Canadian Departments (N = 14) % |
|---|---|---|---|---|---|---|
| Total faculty: | 4,005 | 1,598 | 1,292 | 318 | 7,213 | 499 |
| Employment status: | | | | | | |
| Full-time | 86 | 84 | 88 | 78 | 86 | 89 |
| Joint appointment | 7 | 5 | 2 | 5 | 6 | 3 |
| Part-time | 6 | 11 | 8 | 15 | 8 | 6 |
| Not specified | 1 | * | 2 | 1 | 1 | 1 |
| Academic rank and years in rank: | | | | | | |
| Full professor | | | | | | |
| At least 12 years | 26 | 20 | 19 | 14 | 23 | 13 |
| 6-11 years | 14 | 11 | 14 | 7 | 13 | 10 |
| 3-5 years | 5 | 5 | 7 | 6 | 6 | 7 |
| Less than 3 years | 6 | 5 | 6 | 4 | 5 | 6 |
| Subtotal | 50 | 41 | 46 | 31 | 47 | 36 |
| Associate professor | | | | | | |
| At least 6 years | 15 | 12 | 15 | 17 | 14 | 22 |
| 3-5 years | 7 | 6 | 7 | 13 | 7 | 10 |
| Less than 3 years | 6 | 7 | 5 | 6 | 6 | 9 |
| Subtotal | 28 | 25 | 27 | 36 | 27 | 41 |
| Assistant professor | | | | | | |
| At least 3 years | 8 | 13 | 10 | 13 | 10 | 10 |
| Less than 3 years | 9 | 10 | 9 | 15 | 9 | 8 |
| Subtotal | 17 | 23 | 19 | 27 | 19 | 18 |
| Lecturer/Instructor | | | | | | |
| At least 3 years | 1 | 3 | 2 | 4 | 2 | 1 |
| Less than 3 years | 3 | 4 | 5 | 1 | 3 | 3 |
| Subtotal | 4 | 7 | 7 | 5 | 5 | 4 |
| Not specified | 1 | 4 | * | 1 | 2 | 1 |

(Continued on next page)

Table 3 (Continued)

Employment Characteristics of Faculty in U.S. and Canadian Graduate Departments of Psychology: 1986-87

| Characteristic | U.S. Departments | | | | All U.S. Departments | All Canadian Departments |
|---|---|---|---|---|---|---|
| | Doctoral | | Master's | | | |
| | Public (N = 166) % | Private (N = 85) % | Public (N = 91) % | Private (N = 36) % | (N = 378) % | (N = 14) % |
| Tenure status: | | | | | | |
| Tenured | 74 | 58 | 72 | 60 | 69 | 80 |
| Not tenured, but on tenure track | 15 | 17 | 14 | 21 | 15 | 10 |
| Not tenured, but not on tenure track | 8 | 19 | 10 | 14 | 11 | 10 |
| Not specified | 3 | 6 | 5 | 5 | 4 | 1 |
| New appointment for 1986-87: | 6 | 9 | 7 | 8 | 7 | 4 |

Source: 1986-87 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Some U.S. departments (N = 25) and Canadian departments (N = 1) responded to the survey but did not provide any information on the characteristics of their faculty and are not included in this table. Percentages are column percentages and may not sum to 100% due to rounding.

*Less than 1%.

Table 4

Characteristics of Full-time vs. Part-time Faculty in U.S. Graduate Departments of Psychology: 1986-87

| Characteristic | Doctoral Departments (N = 251) | | Master's Departments (N = 127) | | All U.S. Departments (N = 378) | |
|---|---|---|---|---|---|---|
| | Full-time % | Part-time % | Full-time % | Part-time % | Full-time % | Part-time % |
| Total faculty: | 4,797 | 399 | 1,382 | 153 | 6,179 | 552 |
| Sex: | | | | | | |
| Men | 77 | 64 | 76 | 60 | 77 | 63 |
| Women | 22 | 35 | 23 | 40 | 22 | 37 |
| Not specified | * | * | * | * | * | * |
| Race/ethnicity: | | | | | | |
| White | 94 | 91 | 95 | 91 | 94 | 91 |
| Black | 2 | 4 | 2 | 1 | 2 | 3 |
| Hispanic | 1 | 2 | 1 | 3 | 1 | 2 |
| Asian | 1 | * | 1 | 2 | 1 | * |
| American Indian | * | * | 0 | * | * | * |
| Not specified | 1 | 3 | * | 3 | * | 3 |
| Major subfield grouping: | | | | | | |
| Health service provider | 34 | 54 | 31 | 43 | 34 | 51 |
| Research/other | 65 | 45 | 69 | 56 | 66 | 49 |
| Not specified | * | * | * | * | * | * |
| Highest degree: | | | | | | |
| Doctorate | 99 | 90 | 96 | 71 | 98 | 85 |
| Master's | * | 9 | 4 | 28 | 2 | 14 |
| Other | * | * | * | * | * | * |
| Not specified | * | * | * | * | * | * |

(Continued on next page)

Table 4 (Continued)

Characteristics of Full-time vs. Part-time Faculty in U.S. Graduate Departments of Psychology: 1986-87

| Characteristic | Doctoral Departments (N = 251) | | Master's Departments (N = 127) | | All U.S. Departments (N = 378) | |
|---|---|---|---|---|---|---|
| | Full-time % | Part-time % | Full-time % | Part-time % | Full-time % | Part-time % |
| Year of doctorate (for doctoral level faculty only): | | | | | | |
| 1950 or before | 2 | 4 | * | * | 2 | 3 |
| 1951-1955 | 6 | 8 | 2 | 4 | 5 | 7 |
| 1956-1960 | 7 | 5 | 5 | 8 | 7 | 6 |
| 1961-1965 | 14 | 7 | 11 | 3 | 13 | 6 |
| 1966-1970 | 18 | 10 | 21 | 5 | 19 | 9 |
| 1971-1975 | 16 | 16 | 22 | 16 | 18 | 16 |
| 1976-1980 | 14 | 14 | 14 | 15 | 14 | 15 |
| 1981-1985 | 13 | 20 | 12 | 19 | 13 | 20 |
| After 1985 | 2 | 3 | 2 | 3 | 2 | 3 |
| Not specified | 8 | 13 | 10 | 28 | 9 | 17 |
| Tenure status: | | | | | | |
| Tenured | 75 | 22 | 75 | 18 | 75 | 21 |
| Not tenured but on tenure track | 17 | 2 | 17 | 7 | 17 | 3 |
| Not tenured and not on tenure track | 6 | 65 | 4 | 72 | 5 | 67 |
| Not specified | 3 | 11 | 5 | 4 | 3 | 9 |
| Rank: | | | | | | |
| Full professor | 50 | 24 | 45 | 16 | 49 | 22 |
| Associate professor | 28 | 13 | 31 | 15 | 29 | 14 |
| Assistant professor | 19 | 19 | 21 | 25 | 19 | 21 |
| Lecturer/instructor | 2 | 32 | 3 | 42 | 2 | 35 |
| Not specified | 1 | 11 | * | 2 | * | 9 |

Source: 1986-87 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Some U.S. departments (N = 25) responded to the survey but did not provide any information as to the characteristics of their faculty and are not included in this table. Percentages are column percentages and may not sum to 100% due to rounding.

*Less than 1%.

Table 5

1986-87 Salaries for Full-time Faculty in U.S. Doctoral Departments of Psychology[a]

| Rank and years in rank | Median | Q1 | Q3 | Mean | SD | N |
|---|---|---|---|---|---|---|
| **Doctoral Departments in Public Institutions (N=172)** | | | | | | |
| Full professor | | | | | | |
| At least 12 years | $49,548 | $41,981 | $58,183 | $51,153 | 11,896 | 913 |
| 6-11 years | $46,018 | $39,657 | $51,657 | $46,552 | 8,921 | 490 |
| 3-5 years | $41,494 | $36,894 | $46,700 | $42,504 | 7,373 | 198 |
| Less than 3 years | $39,951 | $35,800 | $46,266 | $41,616 | 8,483 | 199 |
| Associate professor | | | | | | |
| At least 6 years | $34,750 | $30,700 | $38,922 | $35,127 | 6,181 | 511 |
| 3-5 years | $32,862 | $29,600 | $37,627 | $33,875 | 5,572 | 256 |
| Less than 3 years | $32,025 | $28,734 | $35,021 | $32,197 | 5,040 | 206 |
| Assistant professor | | | | | | |
| At least 3 years | $26,951 | $25,012 | $29,976 | $27,819 | 4,231 | 292 |
| Less than 3 years | $25,500 | $24,000 | $27,536 | $26,160 | 3,299 | 293 |
| Lecturer/Instructor | | | | | | |
| At least 3 years | $23,886 | $20,913 | $26,800 | $25,041 | 7,788 | 19 |
| Less than 3 years | $24,003 | $22,000 | $29,591 | $25,042 | 5,711 | 39 |
| **Doctoral Departments in Private Institutions (N=78)** | | | | | | |
| Full professor | | | | | | |
| At least 12 years | $53,500 | $45,012 | $63,237 | $54,375 | 13,896 | 268 |
| 6-11 years | $45,888 | $40,795 | $52,882 | $48,257 | 11,021 | 152 |
| 3-5 years | $42,139 | $37,900 | $46,337 | $42,758 | 9,858 | 69 |
| Less than 3 years | $41,700 | $37,126 | $46,563 | $42,054 | 9,685 | 64 |
| Associate professor | | | | | | |
| At least 6 years | $36,219 | $33,000 | $40,438 | $36,935 | 6,395 | 158 |
| 3-5 years | $34,100 | $31,237 | $36,725 | $34,129 | 5,873 | 83 |
| Less than 3 years | $32,050 | $30,000 | $34,325 | $32,986 | 5,216 | 102 |
| Assistant professor | | | | | | |
| At least 3 years | $28,800 | $26,365 | $30,600 | $28,800 | 4,017 | 160 |
| Less than 3 years | $26,802 | $24,700 | $28,500 | $27,072 | 4,081 | 132 |
| Lecturer/Instructor | | | | | | |
| At least 3 years | $27,000 | $25,364 | $33,545 | $28,671 | 5,873 | 19 |
| Less than 3 years | $23,700 | $20,455 | $25,600 | $23,555 | 3,372 | 23 |

Source: 1986-87 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. The Ns reported refer to the number of full-time faculty in each category. For more detailed breakdowns of U.S. faculty salaries, see Pion, Bramblett, and Wicherski (1987).

[a] 9-10-month salaries are reported.

Table 6

1986-87 Salaries for Full-time Faculty in U.S. Master's Departments of Psychology[a]

| Rank and years in rank | Median | Q1 | Q3 | Mean | SD | N |
|---|---|---|---|---|---|---|
| **Master's Departments in Public Institutions (N=91)** | | | | | | |
| Full professor | | | | | | |
| At least 12 years | $44,054 | $40,909 | $49,500 | $44,544 | 5,845 | 216 |
| 6-11 years | $39,889 | $35,526 | $49,500 | $41,125 | 6,455 | 164 |
| 3-5 years | $38,500 | $35,625 | $47,200 | $40,291 | 6,433 | 84 |
| Less than 3 years | $35,632 | $32,400 | $40,329 | $36,549 | 4,792 | 67 |
| Associate professor | | | | | | |
| At least 6 years | $34,000 | $30,086 | $38,781 | $34,403 | 5,202 | 183 |
| 3-5 years | $30,000 | $28,000 | $34,499 | $30,949 | 4,232 | 83 |
| Less than 3 years | $28,494 | $26,600 | $31,000 | $29,496 | 3,742 | 59 |
| Assistant professor | | | | | | |
| At least 3 years | $27,000 | $25,000 | $31,000 | $27,854 | 3,951 | 124 |
| Less than 3 years | $23,829 | $22,000 | $26,500 | $24,685 | 3,399 | 102 |
| Lecturer/Instructor | | | | | | |
| At least 3 years | $21,000 | $18,000 | $29,000 | $23,509 | 5,759 | 11 |
| Less than 3 years | $20,575 | $18,201 | $22,000 | $20,651 | 3,850 | 24 |
| **Master's Departments in Private Institutions (N=31)** | | | | | | |
| Full professor | | | | | | |
| At least 12 years | $43,115 | $36,825 | $48,722 | $43,141 | 8,104 | 36 |
| 6-11 years | $36,875 | $32,450 | $44,550 | $37,999 | 7,855 | 15 |
| 3-5 years | $35,100 | $32,725 | $38,198 | $36,086 | 5,189 | 13 |
| Less than 3 years | b | b | b | b | b | 9 |
| Associate professor | | | | | | |
| At least 6 years | $32,000 | $29,140 | $35,550 | $32,440 | 5,005 | 39 |
| 3-5 years | $30,000 | $26,350 | $32,932 | $31,021 | 5,768 | 32 |
| Less than 3 years | $29,200 | $26,750 | $31,015 | $29,502 | 3,559 | 17 |
| Assistant professor | | | | | | |
| At least 3 years | $26,000 | $25,125 | $27,975 | $26,434 | 3,639 | 28 |
| Less than 3 years | $23,000 | $22,000 | $26,000 | $23,268 | 2,613 | 23 |
| Lecturer/Instructor | | | | | | |
| At least 3 years | b | b | b | b | b | 1 |
| Less than 3 years | b | b | b | b | b | 1 |

Source: 1986-87 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. The Ns reported refer to the number of full-time faculty in each category. For more detailed breakdowns of U.S. faculty salaries, see Picon, Bramblett, and Wicherski (1987).

[a] 9-10-month salaries are reported.

[b] No statistics are reported due to the small number of respondents.

Table 7

1986-87 Salaries for Full-time Faculty in Canadian Doctoral Departments of Psychology[a]

| Rank and years in rank | Median | Q1 | Q3 | Mean | SD | N |
|---|---|---|---|---|---|---|
| | Canadian Doctoral Departments (N=9) | | | | | |
| Full professor | | | | | | |
| At least 12 years | $68,786 | $61,599 | $77,676 | $69,856 | 13,670 | 58 |
| 6-11 years | $64,700 | $56,237 | $68,958 | $64,334 | 9,605 | 37 |
| 3-5 years | $55,422 | $52,570 | $59,894 | $55,906 | 4,800 | 21 |
| Less than 3 years | $50,614 | $46,450 | $56,600 | $51,102 | 5,462 | 27 |
| Associate professor | | | | | | |
| At least 6 years | $52,459 | $45,262 | $56,740 | $51,253 | 7,062 | 80 |
| 3-5 years | $45,900 | $43,681 | $48,546 | $45,885 | 3,681 | 37 |
| Less than 3 years | $40,016 | $37,452 | $45,291 | $41,435 | 5,219 | 34 |
| Assistant professor | | | | | | |
| At least 3 years | $39,439 | $34,824 | $45,172 | $40,487 | 6,588 | 38 |
| Less than 3 years | $36,157 | $33,247 | $39,606 | $36,831 | 4,807 | 26 |
| Lecturer/Instructor | | | | | | |
| At least 3 years | b | b | b | b | b | 3 |
| Less than 3 years | b | b | b | b | b | 3 |

Source: 1986-87 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. The Ns reported refer to the number of full-time faculty in each category. Three doctoral departments did not provide salary data and are not included in the analysis.

[a]Salaries for Canadian departments are reported in Canadian dollars and on an 11-12-month basis.

[b]No figures are reported due to the small number of respondents.

Table 8

Major Determinant of 1985–86 Salary Raises for Faculty in U.S. and Canadian Graduate Departments of Psychology

| Determinant of salary raise | U.S. Departments | | | | | | All U.S. Departments | All Canadian Departments |
|---|---|---|---|---|---|---|---|---|
| | Doctoral | | | Master's | | | | |
| | Public (N=180) % | Private (N=89) % | All (N=269) % | Public (N=98) % | Private (N=36) % | All (N=134) % | (N=403) % | (N=15) % |
| Faculty salary raises for 1985–86: | | | | | | | | |
| No salary raises given | 12 | 3 | 9 | 11 | 6 | 10 | 9 | 0 |
| Salary raises awarded | 86 | 92 | 88 | 86 | 86 | 86 | 87 | 100 |
| Not specified | 2 | 6 | 3 | 3 | 8 | 4 | 4 | 0 |
| (For those departments reporting salary raises) Major determinant of raise:[a] | | | | | | | | |
| Contract negotiations with a union only | 19 | 6 | 15 | 36 | 0 | 26 | 19 | 53 |
| Cost of living adjustment only | 2 | 6 | 3 | 8 | 16 | 10 | 6 | 7 |
| Merit increase only | 31 | 42 | 35 | 12 | 13 | 12 | 27 | 0 |
| Merit increase over and above cost of living adjustment | 40 | 38 | 39 | 36 | 55 | 41 | 40 | 33 |
| Other (e.g., union contract negotiations and merit increase) | 8 | 7 | 8 | 8 | 16 | 10 | 9 | 7 |

Source: 1986–87 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not sum to 100% due to rounding.

[a]Departments were to report only one reason for determining raises.

Table 9

1986-87 Starting Salaries and Expected 1987-88 Starting Salaries for Faculty in U.S. and Canadian Graduate Departments of Psychology

| Starting salary | U.S. Graduate Departments of Psychology: Doctoral Public | Doctoral Private | Doctoral All | Master's Public | Master's Private | Master's All | Canadian Doctoral Departments |
|---|---|---|---|---|---|---|---|
| Average (9-10-month) starting salary in 1986-87 for a new faculty member who was a new PhD: | | | | | | | |
| Median salary: | $24,648 | $24,000 | $24,400 | $23,500 | $21,600 | $23,000 | $26,182 |
| Q1: | $23,000 | $22,000 | $23,000 | $21,119 | $20,000 | $21,000 | $25,364 |
| Q3: | $26,188 | $25,500 | $26,000 | $25,000 | $22,750 | $25,000 | $27,818 |
| N: | 140 | 60 | 200 | 83 | 21 | 104 | 11 |
| Expected salary (9-10-month) offered to a new PhD in 1987-88: | | | | | | | |
| Median salary: | $25,000 | $25,000 | $25,000 | $23,700 | $22,250 | $23,100 | $26,182 |
| Q1: | $24,000 | $23,000 | $24,000 | $22,000 | $21,000 | $22,000 | $25,364 |
| Q3: | $27,981 | $27,000 | $27,000 | $26,000 | $24,000 | $25,953 | $27,818 |
| N: | 152 | 67 | 219 | 80 | 24 | 104 | 11 |
| Expected salary (9-10-month) offered to a PhD with two years of postdoctoral experience in 1987-88: | | | | | | | |
| Median salary: | $27,600 | $27,000 | $27,000 | $25,000 | $23,000 | $25,000 | $28,227 |
| Q1: | $25,000 | $25,000 | $25,000 | $23,500 | $22,250 | $23,000 | $27,716 |
| Q3: | $30,000 | $28,000 | $29,000 | $28,000 | $25,500 | $27,250 | $30,010 |
| N: | 141 | 63 | 204 | 73 | 21 | 94 | 10 |

Source: 1986-87 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. The Ns noted refer to the number of departments that provided the information. Dollar amounts for Canadian departments are reported in Canadian dollars. All salaries, including those for Canadian faculty, are reported on a 9-10-month basis and can be converted to their 11-12-month equivalents by multiplying by 11/9.

Table 10

1986-87 Salaries for Department Chairs and Administrative Positions in U.S. and Canadian Graduate Departments of Psychology

| Salary or benefit | U.S. Departments | | | | | | All Canadian Departments |
|---|---|---|---|---|---|---|---|
| | Doctoral | | | Master's | | | |
| | Public | Private | All | Public | Private | All | |
| Salary (9-10-month) of the department chair: | | | | | | | |
| Median: | $50,229 | $45,000 | $48,452 | $39,698 | $32,363 | $38,000 | $48,068 |
| Q1: | $40,909 | $40,000 | $40,687 | $32,931 | $27,102 | $31,755 | $46,176 |
| Q3: | $58,000 | $53,700 | $57,157 | $45,681 | $40,691 | $45,000 | $52,705 |
| N: | 171 | 71 | 242 | 89 | 28 | 117 | 10 |
| Chair's salary higher than that typically paid to a faculty member at the same rank and with the same number of years of experience:[b] | | | | | | | |
| Yes (%): | 53 | 46 | 51 | 51 | 42 | 49 | 42 |
| No (%): | 44 | 37 | 42 | 42 | 44 | 43 | 58 |
| No answer (%): | 3 | 17 | 7 | 7 | 14 | 9 | 0 |
| (If yes) Amount of increase: | | | | | | | |
| Median percent: | 10 | 9 | 10 | 5 | 5 | 5 | a |
| Q1: | 5 | 5 | 5 | 3 | 2 | 3 | a |
| Q3: | 13 | 15 | 14 | 10 | 11 | 10 | a |
| N: | 72 | 34 | 106 | 14 | 48 | 50 | 4 |
| Benefits received by department chair:[c] | | | | | | | |
| Extra secretarial support (%): | 59 | 51 | 57 | 46 | 39 | 44 | 75 |
| Extra graduate assistants (%): | 20 | 16 | 19 | 13 | 22 | 16 | 33 |
| Summer salary (%): | 54 | 32 | 47 | 42 | 22 | 37 | 0 |
| Reduced teaching load (%): | 84 | 80 | 83 | 89 | 78 | 86 | 92 |
| Other (e.g., administrative support staff) (%): | 13 | 9 | 12 | 9 | 3 | 7 | 33 |

(Continued on next page)

Table 10 (Continued)

1986–87 Salaries for Department Chairs and Administrative Positions in U.S. and Canadian Graduate Departments of Psychology

| Salary or benefit | U.S. Departments | | | | | | All Canadian Departments |
|---|---|---|---|---|---|---|---|
| | Doctoral | | | Master's | | | |
| | Public | Private | All | Public | Private | All | |
| Average salary (9–10-month) of administrative positions within the department such as a director of a special program (e.g., Director of Clinical Training or Director of Experimental Training): | | | | | | | |
| Median: | $40,000 | $37,120 | $39,128 | $33,804 | $28,636 | $32,340 | $39,727 |
| Q1: | $35,000 | $30,000 | $34,000 | $29,850 | a | $28,739 | a |
| Q3: | $45,000 | $44,000 | $44,993 | $39,671 | a | $39,902 | a |
| N: | 126 | 59 | 185 | 57 | 7 | 64 | 8 |
| Salary higher than that typically paid to a faculty member of the same rank and with the same number of years of experience: | | | | | | | |
| Yes (%): | 18 | 23 | 20 | 10 | 11 | 10 | 8 |
| No (%): | 58 | 52 | 56 | 59 | 19 | 49 | 75 |
| No answer or N/A (%): | 23 | 26 | 24 | 31 | 69 | 41 | 17 |
| (If yes) Amount of increase: | | | | | | | |
| Median percent: | 10 | 10 | 10 | 10 | a | 10 | a |
| Q1: | 5 | 7 | 5 | a | a | a | a |
| Q3: | 14 | 12 | 10 | a | a | a | a |
| N: | 26 | 17 | 43 | 6 | 3 | 9 | 1 |

(Continued on next page)

Table 10 (Continued)

1986-87 Salaries for Department Chairs and Administrative Positions in U.S. and Canadian Graduate Departments of Psychology

| Salary or benefit | U.S. Departments | | | | | | All Canadian Departments |
|---|---|---|---|---|---|---|---|
| | Doctoral | | | Master's | | | |
| | Public | Private | All | Public | Private | All | |
| Benefits received by individual in this position:[c] | | | | | | | |
| Extra secretarial support (%): | 34 | 36 | 35 | 20 | 11 | 18 | 67 |
| Extra graduate assistants (%): | 16 | 15 | 16 | 15 | 14 | 15 | 8 |
| Summer salary (%): | 28 | 18 | 22 | 6 | 8 | 7 | 0 |
| Reduced teaching load (%): | 59 | 36 | 51 | 49 | 14 | 40 | 83 |
| Other (e.g., administrative support staff) (%): | 6 | 5 | 6 | 0 | 0 | 0 | 8 |

Source: 1986-87 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. The Ns noted refer to the number of departments who provided the information. Dollar amounts for Canadian departments are reported in Canadian dollars. All salaries, including those for Canadian departments, are reported on a 9-10-month basis and can be converted to their 11-12-month equivalents by multipying by 11/9.

[a] No figures are reported due to the small number of respondents.

[b] These figures include departments which answered the question but did not provide actual salary information.

[c] Percentages do not sum to 100%, given that individuals may receive one or more of these types of support.

## SECTION II

## FACULTY SIZE, POSITION OPENINGS, RETIREMENTS, AND TEACHING LOADS

### Section II: List of Tables


| | |
|---|---|
| Table 11 | Faculty Size in U.S. and Canadian Graduate Departments of Psychology: 1986-87 |
| Table 12 | Percentage of Tenured Full-time Faculty in U.S. and Canadian Graduate Departments of Psychology: 1986-87 |
| Table 13 | Full-time Faculty Position Openings in U.S. and Canadian Graduate Departments of Psychology: 1986-87 |
| Table 14 | Anticipated Full-time Faculty Position Openings in U.S. and Canadian Graduate Departments of Psychology: 1987-88 |
| Table 15 | Faculty Retirements in U.S. and Canadian Graduate Departments of Psychology: 1985-86 and 1986-87 |
| Table 16 | Typical Faculty Teaching Loads in U.S. and Canadian Graduate Departments of Psychology: 1986-87 |
| Table 17 | Faculty Teaching Loads in U.S. and Canadian Graduate Departments of Psychology in 1986-87: Distribution of Faculty by Type of Academic Calendar |

## SECTION II

## FACULTY SIZE, POSITION OPENINGS, RETIREMENTS, AND TEACHING LOADS

The tables in this section report information on other issues related to faculty. For the most part, these tables focus on analyses contrasting U.S. and Canadian departments and, within the U.S., on comparisons of departments by type of institution (public vs. private) and highest degree granted (doctoral vs. master's). Due to the small number of respondents in some categories (e.g., Educational Psychology vs. Counseling Psychology departments), comparisons of resources among different types of departments, although useful, were precluded.

### Faculty Size

Table 11 presents data on the size of graduate psychology departments as indicated by the number of faculty. Represented in these figures are faculty within a department whose salaries are supported by institutional monies (i.e., university, college, or resident instructional monies); thus, faculty with "soft money" positions funded by outside grants/contracts are excluded. The metric used to report these data is full-time equivalents (FTEs) where the number of persons with part-time or split appointments is converted into an equivalent number of full-time faculty members. It should be noted that the procedures used to define FTEs typically depend on institutionally agreed upon conventions, and these may vary among institutions.

As can be seen, doctoral departments in general tend to have a larger tenured and tenure track faculty than master's departments, and faculty size typically is larger for departments in public institutions as compared to those in private institutions. Canadian departments, however, far outstrip U.S. departments in terms of faculty size. As measured by FTEs, total faculty size does not increase appreciably when faculty with non-tenure track positions are included in the analyses.

### Tenured Faculty

For the most part, graduate departments of psychology are heavily populated with tenured faculty (see Table 12). Over half (55%) of all U.S. departments reported that 75% or more of their faculty were tenured; in fact, one out of every ten departments indicated that all of their faculty were tenured. Few distinctions between master's and doctoral departments overall are apparent. However, this weighting of tenured faculty is more typical for departments in public institutions than for those in private colleges and universities.

### Faculty Position Openings and Retirements

Recently, there has been much speculation over the nature of the academic marketplace and its possible "expansion" over the next few years (e.g., Institute of Medicine, 1985; U.S. Congress, 1985). The general consensus has been that some increase will occur, although the exact nature of this expansion in terms of when it will occur, its size, and the fields that will most be affected has not been specified. One reason for this ambiguity is that little information exists for individual subfields concerning the extent of faculty attrition due to retirements and other factors, the degree to which departments are expanding in terms of adding new faculty positions, and the types of individuals being sought by departments hiring new faculty. Tables 13-15

provide some preliminary data on these issues for graduate departments of psychology in terms of current and anticipated position openings and recent retirements.

As can be seen in Tables 13 and 14, most graduate psychology departments had faculty positions available for 1986-87 -- positions that were advertised in 1985-86 and where individuals hired would have joined the faculty in Fall 1986. Almost two thirds (65%) of all U.S. departments and 60% of Canadian departments reported such position openings (see Table 13). Within U.S. departments, doctoral departments were much more likely to have had position openings than master's departments (73% vs. 50%, respectively).

What was the nature of these position openings? For U.S. departments, the majority (71%) of position openings for Fall 1986 were replacement positions created by the departure of an existing faculty member who either retired, secured another employment position, or left for other reasons. Positions in Canadian departments, on the other hand, were almost evenly split between replacement positions (45%) and new positions where the department had gained an additional faculty "slot" (45%). For both U.S. and Canadian departments, most positions were to be filled by appointments made only at the assistant professor, lecturer, or instructor level. Further, as can be seen in Table 13, departments were reasonably successful in filling these positions.

In terms of faculty positions anticipated to be advertised in 1987-88, little change is expected to occur in U.S. departments both in terms of numbers of positions and their characteristics. On the other hand, some change is foreseen by Canadian departments, primarily in terms of a larger percentage of openings being created by departures of existing faculty members.

Table 15 presents information on faculty retirements in 1985-86 and expected retirements for 1986-87. Nearly one third of U.S. doctoral departments and over one fifth of U.S. master's departments had one or more faculty retire in 1985-86; the corresponding figure for Canadian departments is 33%. Within U.S. departments, retirements more often occurred in public departments as compared to departments in private institutions.

Comparing the actual number of retirements in 1985-86 as reported by departments with the total number of 1985-86 full-time faculty (Pion et al. 1986), the number of faculty retirements represented about 2% of all full-time faculty in U.S. and Canadian doctoral departments and 3% of all full-time faculty in U.S. master's departments.

These figures, specific to graduate departments of psychology, to only two points in time, and to those departments that responded to the survey, are slightly higher than previous estimates. Annual death and retirement rates for the behavioral sciences as a whole (e.g., psychology, sociology, and anthropology) and for all types of academic institutions (e.g., four-year colleges) in the U.S. have been estimated at 1.5% through 1988 (Institute of Medicine, 1985). Future surveys will continue to collect data on these issues to better determine the accuracy of these figures.

These preliminary data also are useful in shedding some light on faculty mobility. They suggest that 1985-86 retirements were responsible for about one third of the replacement position openings in 1985-86 in U.S. doctoral departments and one half of the position openings in U.S. master's departments. Thus, the remainder can be attributed to other causes, including, for example,

the movement of existing faculty to academic positions in other departments or to the nonacademic sector.

The numbers of expected retirements in 1986-87 are not widely disparate from the previous estimates noted above (1.7% for U.S. doctoral departments and 2.3% for master's departments). However, it is interesting to note that the total numbers of expected 1986-87 retirements is lower than reported 1985-86 retirements. This may be due to changes in the mandatory retirement age or to availability of early retirement plans and will be investigated in future surveys.

Faculty Teaching Loads

Almost all departments have a formal policy regarding a required teaching load for faculty members and the conditions by which teaching loads for an individual faculty member may be reduced. As shown in Table 16, there are distinct differences between doctoral and master's departments in the U.S. More than half of U.S. doctoral departments expect their faculty to teach four or fewer courses per academic year; this same expectation is held by only about 10% of master's departments, however.

This "typical" or "expected" teaching load does not vary according to academic rank but it does vary under several other types of conditions. For example, having administrative responsibilities within the department reduces an individual faculty member's teaching load in the vast majority of U.S. and Canadian departments. Another typical way to reduce one's teaching load is to be awarded an outside research grant/contract.

Table 17 shows the distribution of faculty in terms of actual teaching loads. Because the number of courses one teaches will be affected by whether the university/institution is on a semester system, quarter system, or another system (e.g., 4-1-4), the data in Table 17 are presented by type of academic calendar. Again, the differences evidenced in Table 16 between doctoral and master's departments in expected teaching loads are apparent. For U.S. departments with the semester system, almost one third of the faculty in master's departments, as compared to only 2% of the faculty in U.S. doctoral departments, teach 7 or more courses during an academic year. The difference between master's and doctoral departments on the quarter system is no less striking.

Teaching this many classes generally means that the faculty member is teaching more than one section of the same course, and the number of preparations may be fewer. Nonetheless, a typical "course" represents 3-4 classroom hours per week, and faculty in U.S. master's departments therefore spend a substantial amount of their work week before students in a classroom.

Table 11

Faculty Size in U.S. and Canadian Graduate Departments of Psychology: 1986-87

| Number of FTEs | U.S. Departments: Doctoral, Public (N=180) % | U.S. Departments: Doctoral, Private (N=69) % | U.S. Departments: Master's, Public (N=98) % | U.S. Departments: Master's, Private (N=36) % | All U.S. Departments (N=403) % | All Canadian Departments (N=15) % |
|---|---|---|---|---|---|---|
| Number of tenured/tenure track faculty (in FTEs): | | | | | | |
| 0 - 4.9 | 3 | 7 | 6 | 22 | 6 | 0 |
| 5 - 9.9 | 14 | 18 | 31 | 36 | 21 | 0 |
| 10 - 14.9 | 12 | 15 | 12 | 11 | 13 | 13 |
| 15 - 19.9 | 13 | 15 | 10 | 0 | 11 | 7 |
| 20 - 29.9 | 19 | 16 | 15 | 0 | 16 | 7 |
| 30 - 39.9 | 14 | 1 | 1 | 0 | 7 | 27 |
| 40 - 49.9 | 4 | 1 | 1 | 0 | 2 | 33 |
| 50 and above | 2 | 0 | 0 | 0 | 1 | 0 |
| Not specified | 18 | 28 | 24 | 31 | 23 | 13 |
| Median | 18.0 | 13.0 | 10.0 | 6.8 | 14.0 | 34.0 |
| Q1 | 11.0 | 7.5 | 7.0 | 4.0 | 8.0 | 22.0 |
| Q3 | 29.5 | 19.9 | 18.0 | 9.0 | 23.0 | 43.0 |
| Mean | 20.7 | 14.5 | 13.1 | 7.1 | 16.5 | 32.4 |
| SD | 12.6 | 8.7 | 8.3 | 3.3 | 11.2 | 12.2 |
| Total number of faculty (in FTEs)[a]: | | | | | | |
| 0 - 4.9 | 3 | 2 | 1 | 19 | 4 | 0 |
| 5 - 9.9 | 12 | 17 | 28 | 28 | 18 | 0 |
| 10 - 14.9 | 10 | 13 | 17 | 19 | 13 | 13 |
| 15 - 19.9 | 16 | 19 | 7 | 3 | 13 | 7 |
| 20 - 29.9 | 23 | 24 | 15 | 0 | 19 | 0 |
| 30 - 39.9 | 12 | 3 | 6 | 0 | 8 | 33 |
| 40 - 49.9 | 4 | 0 | 1 | 0 | 2 | 27 |
| 50 and above | 3 | 1 | 1 | 0 | 2 | 7 |
| Not specified | 18 | 20 | 24 | 31 | 21 | 13 |
| Median | 20.5 | 16.0 | 11.7 | 7.0 | 16.0 | 36.0 |
| Q1 | 13.5 | 10.6 | 8.5 | 4.0 | 9.1 | 24.0 |
| Q3 | 29.0 | 22.0 | 22.0 | 10.0 | 24.1 | 46.2 |
| Mean | 22.5 | 16.9 | 15.7 | 7.6 | 18.5 | 34.9 |
| SD | 13.2 | 8.5 | 10.3 | 3.6 | 11.9 | 14.0 |

Note. FTEs refer to full-time equivalents. Excluded are faculty positions which are paid for by external monies (e.g., research grants).

[a]Total includes faculty who are tenured, who are on the tenure track, or who do not have tenured/tenure track positions.

Table 12

Percentage of Tenured Full-time Faculty in U.S. and Canadian Graduate Departments of Psychology: 1986-87

| Percentage of tenured faculty in a department | U.S. Departments | | | | | | All U.S. Departments (N=403) % | All Canadian Departments (N=15) % |
|---|---|---|---|---|---|---|---|---|
| | Doctoral | | | Master's | | | | |
| | Public (N=180) % | Private (N=89) % | All (N=269) % | Public (N=98) % | Private (N=36) % | All (N=134) % | | |
| Departments with: | | | | | | | | |
| No full-time faculty who are tenured | 1 | 8 | 3 | 0 | 8 | 4 | 3 | 0 |
| 1-25% of full-time faculty who are tenured | 0 | 3 | 1 | 1 | 0 | 1 | 1 | 0 |
| 26-50% of full-time faculty who are tenured | 7 | 11 | 9 | 10 | 8 | 10 | 9 | 0 |
| 51-75% of full-time faculty who are tenured | 28 | 34 | 30 | 26 | 31 | 27 | 29 | 13 |
| 75-99% of full-time faculty who are tenured | 49 | 36 | 45 | 48 | 28 | 43 | 44 | 73 |
| All full-time faculty who are tenured | 11 | 6 | 9 | 13 | 19 | 15 | 11 | 13 |
| Not specified | 4 | 2 | 3 | 2 | 6 | 1 | 3 | 0 |

Source: 1986-87 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are based on the total number (i.e., headcount) of full-time regular faculty reported by a department. They may not sum to 100% due to rounding.

Table 13

Full-time Faculty Position Openings in U.S. and Canadian Graduate Departments: 1986-87

| Characteristic of position opening | U.S. Departments: Doctoral Public (N=180) % | U.S. Departments: Doctoral Private (N=89) % | U.S. Departments: Doctoral All (N=269) % | U.S. Departments: Master's Public (N=98) % | U.S. Departments: Master's Private (N=36) % | U.S. Departments: Master's All (N=134) % | All U.S. Departments (N=403) % | All Canadian Departments (N=15) % |
|---|---|---|---|---|---|---|---|---|
| Departments with position openings in 1986-87: | | | | | | | | |
| Yes | 73 | 70 | 73 | 54 | 41 | 50 | 65 | 60 |
| No | 25 | 30 | 27 | 42 | 56 | 46 | 33 | 20 |
| Not specified | 2 | 0 | 1 | 4 | 3 | 4 | 2 | 20 |
| Type of position openings: | | | | | | | | |
| New position | 26 | 38 | 30 | 27 | 33 | 28 | 29 | 55 |
| Replacement position | 74 | 62 | 70 | 73 | 67 | 72 | 71 | 45 |
| Rank of position openings: | | | | | | | | |
| Junior ranks only | 68 | 66 | 68 | 85 | 58 | 80 | 70 | 75 |
| Senior ranks only | 23 | 24 | 23 | 4 | 13 | 6 | 19 | 15 |
| Rank of position open | 6 | 8 | 7 | 10 | 17 | 12 | 8 | 10 |
| Other | 3 | 2 | 2 | 0 | 13 | 3 | 3 | 0 |
| Percentage of open positions that were filled: | | | | | | | | |
| For those at junior rank only | 77 | 68 | 74 | 68 | 71 | 76 | 75 | 80 |
| For those at senior rank only | 60 | 45 | 56 | 100 | 67 | 86 | 57 | 67 |
| For those open at any rank | 33 | 55 | 41 | 50 | 75 | 57 | 46 | 0 |
| For other type of position | 33 | 33 | 33 | - | - | 0 | 27 | - |
| For all positions | 69 | 62 | 67 | 75 | 63 | 73 | 68 | 75 |
| Total number of position openings reported by departments: | 332 | 139 | 471 | 96 | 24 | 120 | 591 | 20 |

Source: 1986-87 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not sum to 100% due to rounding. "New positions" are those where the departments gains an additional faculty "slot" whereas "Replacement positions" are created by the departure of an existing faculty member. "Open at junior ranks only" refers to those position openings advertised at the rank of assistant professor, lecturer, or instructor, "Open at senior ranks only "refers to position openings advertised at the rank of associate or full professor, and "Rank of position open" refers to positions where an individual can be hired at any rank.

Table 14

Anticipated Full-time Faculty Position Openings in U.S. and Canadian Graduate Departments of Psychology: 1987-88

| Characteristic of position opening | U.S. Departments | | | | | | All U.S. Departments (N=483) % | All Canadian Departments (N=15) % |
|---|---|---|---|---|---|---|---|---|
| | Doctoral | | | Master's | | | | |
| | Public (N=188) % | Private (N=69) % | All (N=269) % | Public (N=98) % | Private (N=36) % | All (N=134) % | | |
| Departments with position openings in 1987-88: | | | | | | | | |
| Yes | 65 | 76 | 69 | 56 | 39 | 51 | 63 | 84 |
| No | 33 | 24 | 30 | 40 | 58 | 45 | 35 | 13 |
| Not specified | 2 | 0 | 1 | 4 | 3 | 3 | 2 | 3 |
| Type of position openings: | | | | | | | | |
| New position | 30 | 39 | 33 | 24 | 23 | 24 | 31 | 38 |
| Replacement position | 70 | 61 | 67 | 76 | 77 | 76 | 69 | 62 |
| Rank of position openings: | | | | | | | | |
| Junior ranks only | 66 | 55 | 62 | 77 | 77 | 77 | 65 | 79 |
| Senior ranks only | 20 | 21 | 21 | 9 | 23 | 12 | 19 | 3 |
| Rank of position open | 8 | 14 | 10 | 14 | 0 | 12 | 11 | 17 |
| Other | 5 | 10 | 7 | 0 | 0 | 0 | 5 | 0 |
| Total number of position openings reported by department: | 296 | 155 | 451 | 98 | 22 | 120 | 571 | 29 |

Source: 1986-87 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not sum to 100% due to rounding. "New positions" are those where the departments gains an additional faculty "slot" whereas "Replacement positions" are created by the departure of an existing faculty member. "Open at junior ranks only" refers to those position openings advertised at the rank of assistant professor, lecturer, or instructor, "Open at senior ranks only" refers to position openings advertised at the rank of associate or full professor, and "Rank of position open" refers to positions where an individual can be hired at any rank.

Table 15

Faculty Retirements in U.S. and Canadian Graduate Departments of Psychology: 1985-86 and 1986-87

| Characteristic | U.S. Departments | | | | | | All Canadian Departments (N=15) % |
|---|---|---|---|---|---|---|---|
| | Doctoral | | | Master's | | | |
| | Public (N=180) % | Private (N=89) % | All (N=269) % | Public (N=98) % | Private (N=36) % | All (N=134) % | |
| Departments with faculty who retired in 1985-86: | 34 | 22 | 30 | 29 | 3 | 22 | 33 |
| Departments with faculty who planned to retire in 1986-87: | 26 | 17 | 23 | 23 | 14 | 21 | 20 |
| Total number of faculty retirements in: | | | | | | | |
| 1985-86 | 83 | 24 | 107 | 41 | 2 | 43 | 10 |
| 1986-87 | 67 | 15 | 82 | 27 | 6 | 33 | 5 |

Source: 1986-87 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Table 16

Typical Faculty Teaching Loads in U.S. and Canadian Graduate Departments of Psychology: 1986-87

| Characteristic of teaching loads | U.S. Departments: Doctoral, Public (N=180) % | U.S. Departments: Doctoral, Private (N=89) % | U.S. Departments: Master's, Public (N=98) % | U.S. Departments: Master's, Private (N=36) % | All U.S. Departments (N=403) % | All Canadian Departments (N=15) % |
|---|---|---|---|---|---|---|
| Typical departmental teaching load for full-time regular faculty (courses per 9-month academic year that a faculty member is expected to teach): | | | | | | |
| 1 course | 1 | 2 | 0 | 0 | 1 | 0 |
| 2 courses | 3 | 3 | 0 | 0 | 2 | 27 |
| 3 courses | 7 | 9 | 1 | 3 | 6 | 27 |
| 4 courses | 46 | 39 | 6 | 11 | 32 | 20 |
| 5 courses | 10 | 7 | 7 | 11 | 9 | 0 |
| 6 courses | 26 | 27 | 28 | 36 | 27 | 27 |
| 7 courses | 2 | 3 | 9 | 6 | 5 | 0 |
| 8 courses | 2 | 5 | 34 | 31 | 13 | 0 |
| 9 courses | 2 | 2 | 10 | 0 | 4 | 0 |
| Not specified | 2 | 2 | 5 | 3 | 3 | 0 |
| Requirement varies according to academic rank: | | | | | | |
| Yes | 3 | 8 | 2 | 3 | 4 | 0 |
| No | 96 | 91 | 97 | 94 | 95 | 100 |
| Not specified | 1 | 1 | 1 | 3 | 1 | 0 |
| Conditions under which teaching loads for an individual faculty member are reduced:[a] | | | | | | |
| Administrative duties in the department | 96 | 87 | 88 | 81 | 90 | 91 |
| Clinical supervision | 38 | 33 | 45 | 14 | 37 | 47 |
| Outside grants/contracts awarded to faculty | 78 | 63 | 63 | 39 | 68 | 67 |
| Supervision of undergraduate projects | 8 | 7 | 9 | 8 | 8 | 7 |
| Thesis/dissertation supervision | 17 | 16 | 29 | 8 | 19 | 53 |
| Other condition (e.g, reduced loads for new faculty) | 32 | 27 | 34 | 31 | 31 | 13 |

Source: 1986-87 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not sum to 100% due to rounding.

[a]Percentages do not sum to 100%, given that one or more conditions can apply.

Table 17

Faculty Teaching Loads in U.S. and Canadian Graduate Departments of Psychology in 1986-87: Distribution of Faculty by Type of Academic Year

| | U.S. Departments | | | | | |
|---|---|---|---|---|---|---|
| | Doctoral | | Master's | | All U.S. Departments | All Canadian Departments |
| | Public | Private | Public | Private | | |
| **Semester system** | | | | | | |
| Number of departments reporting: | 131 | 66 | 76 | 28 | 301 | 10 |
| Percent of faculty teaching: | | | | | | |
| 0 courses | 1 | 0 | * | 1 | 1 | 1 |
| 1 course | 3 | 2 | 1 | 1 | 2 | 3 |
| 2 courses | 12 | 15 | 5 | 5 | 11 | 32 |
| 3 courses | 14 | 15 | 3 | 4 | 12 | 20 |
| 4 courses | 51 | 44 | 14 | 23 | 42 | 19 |
| 5 courses | 6 | 10 | 11 | 19 | 8 | 10 |
| 6 courses | 10 | 11 | 33 | 35 | 16 | 16 |
| 7 or more courses | 2 | 2 | 34 | 12 | 8 | 0 |
| Total number of faculty included | 2,900 | 1,001 | 928 | 203 | 5,032 | 304 |
| **Quarter system** | | | | | | |
| Number of departments reporting: | 41 | 15 | 16 | 2 | 74 | 1 |
| Percent of faculty teaching: | | | | | | |
| 0 courses | 2 | 9 | 2 | a | 3 | a |
| 1 course | 4 | 22 | 1 | a | 7 | a |
| 2 courses | 6 | 9 | 1 | a | 6 | a |
| 3 courses | 16 | 20 | 2 | a | 14 | a |
| 4 courses | 29 | 14 | 5 | a | 22 | a |
| 5 courses | 15 | 3 | 6 | a | 11 | a |
| 6 courses | 27 | 17 | 32 | a | 25 | a |
| 7 or more courses | 3 | 5 | 52 | a | 11 | a |
| Total number of faculty included | 779 | 258 | 189 | a | 2,138 | a |

Source: 1986-87 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. One public doctoral department did not report the type of academic calendar, and is not included in the table. In addition, no data are reported on departments that have an academic calendar different from the semester or quarter system, given that the number of responding departments was insufficient for analysis. Percentages are column percentages and may not sum to 100% due to rounding.

*Less than 1%.

## SECTION III

## GRADUATE STUDENT SUPPORT: 1986-87

### Section III: List of Tables


| | |
|---|---|
| Table 18 | Percentage of Full-time and Part-time Students Supported in Doctoral Programs in U.S. and Canadian Graduate Departments of Psychology: 1986-87 |
| Table 19 | Percentage of Full-time and Part-time Students Supported in Master's Programs in U.S. and Canadian Graduate Departments of Psychology: 1986-87 |
| Table 20 | Support for Full-time Doctoral and Master's Students in the Practice vs. Research Specialties in U.S. and Canadian Graduate Departments of Psychology: 1986-87 |
| Table 21 | Level of Support for Full-time Doctoral Students Supported by U.S. and Canadian Graduate Departments of Psychology: 1986-87 |
| Table 22 | Level of Support for Full-time Master's Students Supported by U.S. and Canadian Graduate Departments of Psychology: 1986-87 |
| Table 23 | Medians and Quartiles for Graduate Student Support in U.S. Departments of Psychology: 1986-87 |

## SECTION III: GRADUATE STUDENT SUPPORT IN 1986-87

The percentages of full-time and part-time doctoral and master's students receiving financial support are presented in Tables 19 and 20. Looking at full-time doctoral students as a whole, nearly three fifths of all students in U.S. doctoral programs and two thirds of all students in Canadian doctoral programs are receiving either full or partial support. With regard to U.S. doctoral students, there is a striking difference in the percentages of students in public vs. private institutions that receive none of the traditional forms of support (i.e., such mechanisms as teaching or research assistantships where the department has some role in their assignment). Almost half of all full-time doctoral students in private institutions were not supported as compared to 27% of all full-time doctoral students in public colleges and universities. Although missing data make additional interpretation somewhat difficult, it also appears that a higher percentage of those enrolled in public institutions (34%) are awarded full support (i.e., tuition assistance that covers the full amount of tuition plus a full stipend) as compared to their counterparts in private institutions (24%).

A comparison with the results of the 1985-86 Departmental Survey also lends credence to the general perception as to the continuous erosion in graduate student support. Although the percentage of students with no support has remained stable, there has been an increase in the percentage of students with partial support (21% in 1985-86 vs. 28% in 1986-87) and a corresponding decline in the percentage receiving full support (38% in 1985-86 vs. 30% in 1986-87). The picture for part-time doctoral students has remained relatively unchanged, with the overwhelming majority of students receiving no support.

Similar to past years, full-time master's students are even less likely to receive any level of support, whether full or partial support (26% of students in U.S. departments and 51% in Canadian departments). Part-time students in master's psychology programs are unlikely to receive any form of support.

Table 20 presents additional information about support for students enrolled full-time in different specialty areas. With regard to doctoral students, there are no major distinctions for Canadian departments in the levels of support for students in the practice vs. research specialties. In contrast, in U.S. doctoral programs, a higher percentage of students enrolled full-time in the health service provider specialties (e.g., clinical, counseling, and school psychology) receive no financial support as compared to full-time doctoral students in the research specialties (e.g., experimental, developmental and social psychology). This is also true for full-time master's students in U.S. programs.

Departmental practices for supporting their full-time doctoral and master's students are reported in Tables 21 and 22, and this information further reinforces the gloomy situation with regard to graduate student aid. Only a small minority of U.S. and none of the Canadian doctoral departments fully support all of their full-time doctoral students. Further, over one quarter of U.S. departments and two fifths of Canadian departments indicate that none of their students are provided with full tuition assistance and stipends. On the other hand, Table 21 also indicates that departments typically attempt to provide at least partial support to their students.

As shown in Table 22, master's programs experience an even more difficult time providing graduate student support. Over three fifths of all U.S. departments and over half of Canadian departments fully support none of their master's students. Only small minorities provide full support to all of their master's students. Further, approximately one fifth of U.S. departments and 8% of Canadian departments provide no support to any of their students enrolled in master's programs.

The amounts of assistance typically paid U.S. graduate students are shown in Tables 23. (The number of responses to these questions by Canadian departments was too small for meaningful analysis.) The table reports the medians and quartiles for doctoral students involved in one of three levels of study (first year, intermediate year, and dissertation year) and for master's students in two levels of study (first year and beyond first year). The types or categories of assistance are teaching assistantships, research assistantships, fellowships, and traineeships. Given that the amount of time which a student is expected to spend in teaching and research assistantships may vary across departments, reported stipends have been adjusted accordingly to reflect assistantships that expect the student to devote 50% to these responsibilities.

## Table 18

### Percentage of Full-time and Part-time Students Supported in Doctoral Programs in U.S. and Canadian Graduate Departments of Psychology: 1986-87

| Level of support | All U.S. Departments | | | All Canadian Departments |
|---|---|---|---|---|
| | Public % | Private % | All % | % |
| **Full-time Students** | | | | |
| Full-time students with full support | 34 | 24 | 30 | 27 |
| Full-time with partial support | 30 | 26 | 28 | 40 |
| Full-time students with no support | 27 | 49 | 35 | 33 |
| Not specified | 10 | 1 | 7 | 0 |
| Total full-time doctoral students reported by departments: | 11,341 | 5,962 | 17,303 | 646 |
| Number of departments reporting: | 178 | 87 | 265 | 12 |
| **Part-time Students** | | | | |
| Part-time students with full support | 7 | 12 | 9 | 1 |
| Part-time students with no support | 89 | 78 | 84 | 99 |
| Not specified | 4 | 10 | 6 | 0 |
| Total part-time doctoral students reported by departments: | 1,995 | 1,736 | 3,731 | 70 |
| Number of departments reporting: | 93 | 51 | 144 | 8 |

Source: 1986-87 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not sum to 100% due to rounding. "Full support" refers to tuition assistance that covers the full amount of tuition plus a full stipend whereas "partial support" refers to partial stipend only, full stipend but no tuition assistance, and so forth.

## Table 19

**Percentage of Full-time and Part-time Students Supported in Master's Programs in U.S. and Canadian Graduate Departments of Psychology: 1986-87**

| Level of support | All U.S. Departments | | | All Canadian Departments |
|---|---|---|---|---|
| | Public % | Private % | All % | % |
| **Full-time Students** | | | | |
| Full-time students with full support | 8 | 8 | 8 | 14 |
| Full-time with partial support | 17 | 21 | 18 | 37 |
| Full-time students with no support | 67 | 67 | 67 | 49 |
| Not specified | 8 | 3 | 7 | 0 |
| Total full-time master's students reported by departments: | 7,225 | 1,947 | 9,172 | 487 |
| Number of departments reporting: | 198 | 67 | 265 | 11 |
| **Part-time Students** | | | | |
| Part-time students with support | 3 | 9 | 5 | 0 |
| Part-time students with no support | 96 | 88 | 94 | 100 |
| Not specified | * | 3 | 1 | 0 |
| Total part-time master's students reported by departments: | 6,012 | 2,650 | 8,662 | 211 |
| Number of departments reporting: | 161 | 62 | 223 | 7 |

Source: 1986-87 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not sum to 100% due to rounding. "Full support" refers to tuition assistance that covers the full amount of tuition plus a full stipend whereas "partial support" refers to partial stipend only, full stipend but no tuition assistance, and so forth.

*Less than 1%.

Table 20

Support for Full-time Students in Practice vs. Research Specialties in U.S. and Canadian Graduate Departments of Psychology: 1986-87

| Specialty area and level of support | All U.S. Departments | | | All Canadian Departments |
|---|---|---|---|---|
| | Public % | Private % | All % | % |
| **Full-time Doctoral Students** | | | | |
| Percentage of students in practice specialties receiving: | | | | |
| Full financial support | 35 | 12 | 26 | 25 |
| Partial financial support | 33 | 29 | 31 | 42 |
| No support | 32 | 59 | 43 | 33 |
| Total number of students reported by departments: | 5,035 | 3,579 | 8,614 | 306 |
| Percentage of students in research/other specialties receiving: | | | | |
| Full financial support | 45 | 54 | 47 | 33 |
| Partial financial support | 30 | 21 | 27 | 37 |
| No support | 26 | 25 | 26 | 30 |
| Total number of students reported by departments: | 3,867 | 1,467 | 5,344 | 208 |
| Number of departments reporting: | 147 | 77 | 224 | 10 |
| **Full-time Master's Students** | | | | |
| Percentage of students in practice specialties receiving: | | | | |
| Full financial support | 11 | 9 | 11 | 13 |
| Partial financial support | 29 | 26 | 28 | 38 |
| No support | 60 | 65 | 61 | 49 |
| Total number of students reported by departments: | 2,660 | 945 | 3,605 | 182 |

(Continued on next page)

Table 20 (Continued)

Support for Full-time Students in Practice vs. Research Specialties in U.S. and Canadian Graduate Departments of Psychology: 1986-87

| Specialty area and level of support | All U.S. Departments | | | All Canadian Departments |
|---|---|---|---|---|
| | Public | Private | All | |
| | % | % | % | % |
| **Full-time Master's Students (Continued)** | | | | |
| Percentage of students in research/other specialties receiving: | | | | |
| Full financial support | 13 | 26 | 15 | 9 |
| Partial financial support | 31 | 27 | 31 | 47 |
| No support | 56 | 47 | 54 | 44 |
| Total number of students reported by departments | 1,168 | 210 | 1,378 | 236 |
| Number of departments reporting: | 153 | 51 | 204 | 10 |

Source: 1986-87 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages and totals reported here are only for those schools that reported data by specialty area. Percentages are column percentages and may not sum to 100% due to rounding. "Full support" refers to tuition assistance that covers the full amount of tuition plus a full stipend whereas "partial support" refers to partial stipend only, full stipend but no tuition assistance, and so forth.

Table 21

Departmental Practices for Supporting Full-time Doctoral Students in U.S. and Canadian Graduate Departments of Psychology: 1986-87

| Departmental practice | All U.S. Departments | | | All Canadian Departments |
|---|---|---|---|---|
| | Public % | Private % | All % | % |
| **Full Support Provided** | | | | |
| Percentage of departments providing full support for: | | | | |
| None of their students | 27 | 27 | 27 | 42 |
| 1-25% of their students | 20 | 17 | 19 | 25 |
| 26-50% of their students | 19 | 20 | 20 | 17 |
| 51-75% of their students | 13 | 18 | 15 | 17 |
| 76-99% of their students | 15 | 13 | 14 | 0 |
| 100% of their students | 6 | 6 | 6 | 0 |
| Percentage of students fully supported by a department: | | | | |
| Median | 31 | 30 | 30 | 12 |
| Q1 | 0 | 0 | 0 | 0 |
| Q3 | 65 | 69 | 68 | 42 |
| Number of departments reporting | 171 | 85 | 256 | 12 |
| **Full or Partial Support Provided** | | | | |
| Percentage of departments providing any support (full or partial) for: | | | | |
| None of their students | 0 | 1 | * | 0 |
| 1-25% of their students | 6 | 12 | 8 | 0 |
| 26-50% of their students | 18 | 26 | 21 | 25 |
| 51-75% of their students | 32 | 20 | 28 | 33 |
| 76-99% of their students | 30 | 26 | 28 | 33 |
| 100% of their students | 15 | 14 | 15 | 8 |
| Percentage of students fully or partially supported by a department: | | | | |
| Median | 74 | 66 | 73 | 69 |
| Q1 | 52 | 40 | 49 | 51 |
| Q3 | 93 | 88 | 91 | 86 |
| Number of departments reporting | 169 | 84 | 253 | 12 |

Source: 1986-87 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not sum to 100% due to rounding. "Full support" refers to tuition assistance that covers the full amount of tuition plus a full stipend whereas "partial support" refers to partial stipend only, full stipend but no tuition assistance, and so forth.

*Less than 1%.

Table 22

## Departmental Practices for Supporting Full-time Master's Students in U.S. and Canadian Graduate Departments of Psychology: 1986-87

| Departmental practice | All U.S. Departments | | | All Canadian Departments |
|---|---|---|---|---|
| | Public % | Private % | All % | % |
| **Full Support Provided** | | | | |
| Percentage of departments providing full support for: | | | | |
| None of their students | 61 | 63 | 62 | 54 |
| 1-25% of their students | 15 | 15 | 15 | 15 |
| 26-50% of their students | 15 | 9 | 13 | 15 |
| 51-75% of their students | 5 | 3 | 4 | 8 |
| 76-99% of their students | 1 | 5 | 2 | 0 |
| 100% of their students | 3 | 5 | 4 | 8 |
| Percentage of students fully supported by a department: | | | | |
| Median | 0 | 0 | 0 | 0 |
| Q1 | 0 | 0 | 0 | 0 |
| Q3 | 25 | 17 | 25 | 30 |
| Number of departments reporting: | 191 | 65 | 256 | 13 |
| **Full or Partial Support Provided** | | | | |
| Percentage of departments providing any support (full or partial) for: | | | | |
| None of their students | 20 | 26 | 21 | 8 |
| 1-25% of their students | 24 | 22 | 23 | 8 |
| 26-50% of their students | 24 | 18 | 22 | 23 |
| 51-75% of their students | 15 | 12 | 15 | 8 |
| 76-99% of their students | 7 | 6 | 7 | 31 |
| 100% of their students | 10 | 15 | 11 | 23 |
| Percentage of students fully or partially supported by a department: | | | | |
| Median | 33 | 31 | 33 | 86 |
| Q1 | 8 | 0 | 7 | 29 |
| Q3 | 63 | 69 | 66 | 98 |
| Number of departments reporting: | 189 | 65 | 254 | 13 |

Source: 1986-87 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not sum to 100% due to rounding. "Full support" refers to tuition assistance that covers the full amount of tuition plus a full stipend whereas "partial support" refers to partial stipend only, full stipend but no tuition assistance, and so forth.

Table 23

Medians and Quartiles for Graduate Student Support in U.S. Departments of Psychology: 1986-87

| Category of Support in U.S. Departments | Support for Doctoral Students: First Year Student | Support for Doctoral Students: Intermediate | Support for Doctoral Students: Dissertation Year | Support for Master's Students: First Year Student | Support for Master's Students: Beyond First Year |
|---|---|---|---|---|---|
| Teaching assistantship | | | | | |
| 9-month | | | | | |
| Median: | $5,200 | $6,400 | $6,500 | $4,700 | $4,700 |
| Q1 - Q3: | $5,000 - 7,848 | $5,400 - 7,947 | $5,500 - 8,263 | $3,290 - 6,000 | $3,400 - 6,000 |
| N: | 126 | 129 | 108 | 79 | 75 |
| 12-month | | | | | |
| Median: | a | $8,333 | a | a | a |
| Q1 - Q3: | a | $7,050 -11,800 | a | a | a |
| N: | 8 | 13 | 8 | 5 | 5 |
| Research assistantship | | | | | |
| 9-month | | | | | |
| Median: | $5,857 | $6,100 | $6,300 | $5,000 | $4,829 |
| Q1 - Q3: | $5,000 - 7,500 | $5,200 - 7,500 | $5,100 - 7,800 | $3,500 - 6,000 | $3,700 - 5,813 |
| N: | 104 | 103 | 91 | 58 | 54 |
| 12-month | | | | | |
| Median: | $8,000 | $8,000 | $8,000 | a | a |
| Q1 - Q3: | $6,825 -10,300 | $6,850 - 9,700 | $6,900 -10,150 | a | a |
| N: | 32 | 33 | 32 | 8 | 8 |
| Fellowship | | | | | |
| 9-month | | | | | |
| Median: | $6,000 | $5,600 | $6,000 | $3,200 | $2,200 |
| Q1 - Q3: | $5,000 - 7,200 | $5,000 - 7,000 | $5,075 - 6,850 | $1,500 - 5,150 | $1,050 - 4,875 |
| N: | 64 | 61 | 46 | 16 | 12 |
| 12-month | | | | | |
| Median: | $6,600 | $7,200 | $7,200 | a | a |
| Q1 - Q3: | $6,000 - 8,350 | $6,600 - 8,600 | $6,550 - 9,300 | a | a |
| N: | 25 | 27 | 25 | 1 | 1 |

(Continued on next page)

Table 23 (Continued)

Medians and Quartiles for Graduate Student Support in U.S. Departments of Psychology: 1986-87

| Category of Support in U.S. Departments | Support for Doctoral Students | | | Support for Master's Students | |
|---|---|---|---|---|---|
| | First Year Student | Intermediate | Dissertation Year | First Year Student | Beyond First Year |
| Traineeship | | | | | |
| 9-month | | | | | |
| Median: | $5,100 | $5,450 | $5,400 | a | a |
| Q1 - Q3: | $4,900 - 6,500 | $4,900 - 6,525 | $4,950 - 6,250 | a | a |
| N: | 27 | 30 | 25 | 4 | 8 |
| 12-month | | | | | |
| Median: | $6,600 | $6,600 | $6,600 | a | — |
| Q1 - Q3: | $6,500 - 6,600 | $6,500 - 6,600 | $6,525 - 6,600 | a | — |
| N: | 27 | 27 | 24 | 1 | 0 |

Source: 1986-87 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. The Ns noted refer to the number of U.S. departments reporting this category of support. All figures for teaching and research assistantships have been adjusted to reflect assistantships that expect the student to spend at least 50% time in his/her assistantship.

[a]No figures are reported due to the small number of respondents.

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